Coraline

Exploring Stories via Coraline

What is a story? What are stories for? Why do we tell them? This unit will allow students to consider the centrality of stories of their lives and discuss how best stories should be told. The same plot will be experience as a novel, an enhanced e book a film and a graphic novel. Students will explore, debate and discuss which is the best format or perhaps why every format is meaningful.

This unit will provide students with an opportunity to explore how similar meanings and feelings for the reader can be created in different ways, by exploring how one story is presented in three forms – print novel, graphic novel and animated film. A focus for this comparison will be on how the opening of all three texts works to hook in the reader and how suspense is built in all three texts. The ways in which opening, complication and resolution are constructed in all three will be explored as well as Students will be given a choice.

The novel will also be studied separately and more conventionally considering characterisation, recurring motifs, particular themes and the use of setting in the context of the gothic genre. Extension work involving comparison with other literary texts of the similar genre will challenge students to consider the ingredients of this particular horror/gothic genre. Students’ skills in writing analytical TEEL essays will be further developed Exploration of the effects of particular word and grammar choices will reinforce students’ ability to use a range of sentence structures and vocabulary.

Assessment

Suspense charts

Back stories for characters

Creating great openings for stories – analysing effectiveness of opening of Coraline in print/graphic novel and animated film form

Breaking down ingredients of gothic genre

Enhanced ebook. – it has an intro, but not so much else. What would you do???

The digital fan kit – what do you think?? Does it help

8S – must read along side it – Jekyll and Hyde, Dracula, Frankenstein and use strategies learnt, The Secret Garden – they will have a choice but will all be hard.

Discussion of the purpose of stories and what is the best format for telling them or is the experience just different?

[www.mousecircus.com](http://www.mousecircus.com/) – ebook has intro by Neil Gaiman. Digital resources

<http://mousecircus.com/coraline-videos.aspx> = has all the chapters read aloud – video but just someone sitting there – can play from your laptop?? 8S will not read in class.

Use the unit from English for the Australian Curicculum

EAC1 = English for Australian Curriculum 1 – we have multiple copies in staff rooms.

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| Learning Activity | Student Product | Assessment |
| Intro to unit – exploring gothic genre – film, graphic novel and print novel  What makes a story? Students sit in groups of five – mixed ability – deliberately put together by teacher with some input from students. They are given slips of paper with quotes on about stories. Put into different categories that they then give headings to. Add at least four ideas of own. Categories might include – form, purpose, audience, genre. There are also slips with headings on - – they sort the slips and quotes under the appropriate headings and stick on. See if they can add other categories.  Feedback and discuss as class.  Individually write down only three sentences that sum up what a story is for them.  List all the stories they have encountered last two days. After modelling from teacher e.g movie on TV, phone call from friend, text from friend, story from colleague, stories on radio etc etc.  Ask the following questions and students write down responses in silence. Imagine a day without story? What stories did your parents tell you or grandparents Why? What reasons do people tell stories for ?  There are scary stories, funny stories, sad stories, helpful stories, instructional stories.  What’s your favourite story? Has a story ever helped you?  Do your like your stories to come as films, songs, texts, facebook entries, books???  Who are the best storytellers Why?  Then pair and share  Write down three more sentences about stories. Add anything to your writer’s notebook if you got an idea for your own scary story. Share. | Group posters about What Is a Story? | F |
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| Read Understanding gothic horror pages 126 – 127.  Do poem activity 126 127 EAC 1 – reading grisly poem and annotating  8S have to read gothic horror novel – choices from tub. ( |  |  |
| Orientation of a story. What makes it good? What hooks you in? Compare opening of Coraline book/flm/graphic novel. Look at opening scene, first graphic and first lines of print novel – which most effectively invites us into the story? Which makes us want to read/ see more and why?  They have to plan their own creepy story and write an opening for it or do a professional storyboard or do a graphic novel 8 s have to do the written opening and one other. They will be able to extend and develop when do full story  Peer assessment – two stars and a wish – two great things. One thing to develop. |  |  |
| Give out adapted hand out EAC1 p 130 – 131 or students create own. Elements of gothic novel. Students fill in as book is read. Read chapters and focus on threat, foreshadowing, varying pace (Can also watch corresponding scenes and see how film does it – revision of film techniques from Year 7 and graphic novel) etc.  As go through they will do mini workshops on trying out different syntax and word use themselves to improve their writing – teaching grammar.  E.g. long setnences about rambling garden – clauses and phrases and use of colon chap 1 |  |  |
| Do p. 132 EAC1 – character profile of Coraline  Do the other mother activities EAC1 pages 133 – 135  Different groups do step insides or activities eca1 136 -137 |  |  |
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